
2007 NCLB Interpretive Guide Detailed Information About Your Score Reports



KENTUCKY DEPARTMENT OF EDUCATION
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Introduction

Characterized in statute as, "An Act to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind," the 2001 re-authorization of the Elementary and Secondary Education Act of 1965 carries the short title, "No Child Left Behind (NCLB) Act of 2001."

The 2001 re-authorization of the Elementary and Secondary Education Act of 1965 was signed into federal law January 8, 2002. Characterized in the statute as, "An Act to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind," it carries the short title, "No Child Left Behind (NCLB) Act of 2001." Accountability measures required by the Act are, in many respects, comparable to those comprising Kentucky's school accountability and testing system. For example, Kentucky set goals for Proficient student performance, and established a support system for schools in assistance via the Kentucky Educational Reform Act (KERA) of 1990 and House Bill 58 passed in 1998.

Like Kentucky, many states have modified and/or supplemented their student assessments to comply with the federal statute and now use assessment results to make both federal and state accountability decisions. Kentucky has retained its accountability system, while working to comply with the federal mandate. It accomplishes this through a two-dimensional system in which state and federal requirements are complementary. The United States Department of Education (USDOE) continues to issue additional guidance on how states may or may not implement the federal law.

Kentucky law authorizes the Kentucky Board of Education (KBE) to implement final assessment and accountability policy decisions after receiving advice from stakeholder committees. The following committees advise and review all NCLB implementation proposals developed by the Kentucky Department of Education (KDE):

- The National Technical Advisory Panel on Assessment and Accountability (NTAPAA)
- The School Curriculum, Assessment and Accountability Council (SCAAC)
- The Legislative Education Assessment and Accountability Review Subcommittee (EAARS).

Kentucky has adopted and implemented goals that it shares with NCLB.

Kentucky's assessment and accountability system has been a national model.

Kentucky's system of public education has been a national model for years. Well before NCLB was signed into law, Kentucky adopted and implemented goals it shares with NCLB, including:

- High expectations for all students,
- Rigorous student performance standards and descriptions tied to annual assessments,
- Multiple content-based and performance-referenced assessments measuring what students know and can do (such as applying higher-order thinking skills in reading and mathematics),

-
- School and district accountability,
 - School report cards providing performance information to parents,
 - And, most significant, a goal of Proficiency by the year 2014.

In addition to having implemented a system of assessments, Kentucky has established school rewards and consequences, required school improvement plans, conducted scholastic audits, and assigned highly-skilled educators to support schools in assistance. Further, Kentucky has published student assessment results disaggregated by subpopulation and has implemented a unified data collection and reporting system.

NCLB requires that assessment results be made available and Adequate Yearly Progress (AYP) determinations be made prior to the start of the next school year. The 2007 NCLB Interpretive Guide is designed to explain how key provisions of NCLB are implemented in Kentucky and how NCLB requirements compare to those of the state dimension. It includes a sample of the 2007 NCLB school and district federal accountability reports to be released in September 2007. A table of definitions with references and comments is located in this Guide in Appendix A.

If you have questions about the federal accountability rules under NCLB, please visit our website at <http://www.education.ky.gov> or contact the Division of Assessment Support at 502-564-4394.

Adequate Yearly Progress (AYP) is the term used in NCLB to refer to the minimum improvement required of each school and district.

As the term implies, progress toward NCLB academic goals is evaluated annually.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) is the term used in NCLB to refer to the minimum improvement required of each school and district over the course of one year. It is measured at the school and district levels by:

- Measuring growth in the percentage of students scoring Proficient or above in reading and mathematics in grades 3-8, reading grade 10, and mathematics grade 11.
- Assessing improvement on the "other academic indicator."
- Testing at least 95% of enrolled students and student subpopulations of sufficient size.

Schools are held accountable only for those students who have been enrolled for a full academic year.

Full Academic Year

While schools must test all enrolled students and all tested students must be included in the NCLB Participation Rate count, schools are held accountable only for those students enrolled for a “full academic year.”

Any 100 days of enrollment during the school year up to and including the first day of the testing window.

AMO Sufficient Size

Before data are reported for an AMO for a subpopulation, it must be determined that the subpopulation is of sufficient size.

Since subpopulation data are included in NCLB accountability for determining AYP, it must be determined that the subpopulation is of *sufficient size* before evaluating performance against an Annual Measurable Objective (AMO). NCLB allows states to define sufficient size for an accountable subpopulation at a school. Kentucky's NTAPAA recommended the adoption of a "10 per grade, and 60 per school or 15%" rule. This means that for a school to be held accountable for a subpopulation:

There must be at least 10 students in that subpopulation per accountability grade tested per year,

and

(a) 60 subpopulation students school-wide in the KCCT grades;

or

(b) Subpopulation count comprises 15% of all students in the KCCT grades.

Three components are considered in determining whether or not a school/district makes AYP:

- (1) Meeting AMOs in Reading and Mathematics;
- (2) Showing progress on the required "other academic indicator," (the CATS biennial or mid-point classification at elementary and middle school and graduation rate in high school); and
- (3) Testing at least 95% of enrolled students and student subpopulations of sufficient size.

Participation Rate for Sufficient Size

There must be at least 10 students per grade and 60 students overall to calculate Participation Rate for 2007.

AYP Decision Components

The following three components are considered in determining whether or not a school/district makes AYP.

(1) Annual Measurable Objectives (AMOs) in Reading and Mathematics (% Proficient Goals)

All schools in a grade level have the same objectives (starting points and targets). The objectives are expressed as the percent of students at Proficient or above, computed separately in reading and in mathematics. (Starting points and AMOs by year are given on page 8 of this Interpretive Guide.) The federal goal is for all students and

subpopulations *of sufficient size* to score at Proficient or above by 2014 in both reading and mathematics.

NCLB weighs Distinguished the same as Proficient; however, Kentucky's Accountability Index, based on a weighted average, permits Distinguished to partially compensate for below-Proficient performance.

The goal for the Commonwealth Accountability Testing System (CATS) is for all schools to have an accountability index of 100 by 2014. Kentucky's Accountability Index, based on a weighted average, permits Distinguished to partially compensate for below-Proficient performance. This compensation feature is absent in NCLB. AMOs reflect un-weighted percentages of students at or above Proficient. Distinguished performance carries no benefit over Proficient performance in federal accountability. Further, higher scores in one of the two content areas do not compensate for lower scores in the other.

While Kentucky values performance in seven Core Content areas, federal requirements currently value performance in reading and mathematics exclusively. While NCLB required by 2006 the assessment of science, science is not required currently to be included in the AYP calculations for NCLB. Note: science continues to be a component of CATS.

A way to demonstrate value for all Kentucky Core Content areas, as well as for the non-academic goals, is to designate the CATS biennial or mid-point classification as the "other academic indicator" required by NCLB at the elementary and middle school levels.

(2) Progress on the Other Academic Indicator: The CATS biennial or mid-point classification at Elementary and Middle School and Graduation Rate in High School

Elementary and middle school levels: Besides increasing the percentages of students scoring at Proficient or above in reading and mathematics, NCLB requires the use of an "*other academic indicator*" in determining a school or district's AYP. This provided a way for Kentucky to demonstrate value for all Core Content areas, as well as for its nonacademic goals. Beginning with the 2005 NCLB report, the CATS biennial or mid-point classification has been used as the other academic indicator required by NCLB at the elementary and middle school levels. This indicator will be considered to be met if a school is classified as progressing (any category), meets goal, or if in assistance the school has demonstrated growth in the accountability index at or above the state average for the specific grade-level configuration. Without reducing their focus on reading and mathematics, schools will also be credited for their students' progress in science, social studies, arts and humanities, practical living/vocational studies and writing.

Graduation rate will be used as the additional academic indicator at the high-school level.

High school level: NCLB requires that the other indicator include graduation rate. As part of meeting AYP, NCLB requires all high schools to show improvement in their graduation rates. Kentucky chose not to expand the additional academic indicator beyond graduation rate at the high school level.

The USDOE allows inclusion of students who take more than four years to graduate, provided that the additional schooling time is stipulated in the student's IEP and the student qualifies for a standard diploma.

Graduation rates are collected with other nonacademic data (e.g. dropout and retention), which are lagged by one year compared to the academic data used for NCLB and CATS. Graduation rate for 2006 is defined as the quotient of:

[number of 2006 on-time completers (standard diploma within 4 years, including students with disabilities whose Individual Education Plan (IEP) stipulate they will need more than four years to obtain a standard diploma)]

-----divided by-----

[number of 2006 all completers (includes standard diplomas plus certificates of completion plus students with no IEP who will take longer than four years to graduate) **plus** number of 2006 12th grade dropouts **plus** the number of 2005 11th grade dropouts **plus** number of 2004 10th grade dropouts **plus** number of 2003 9th grade dropouts]

Kentucky gives credit for certificates of completion awarded to Kentucky's most severely disabled students. Kentucky values the performance of these students as much as that of regular-diploma students. *However, the USDOE does not permit states to count certificates of completion in calculating graduation rate.* It allows credit only for those students receiving regular high school diplomas in four or fewer years. Students with disabilities, who have IEPs documenting their need for more than four years of instruction to complete high school, and qualify for a standard diploma, are considered graduates for NCLB calculation purposes.

The state goal is 98% graduation rate by 2014. Since graduation rate is lagged one year, the goal for 2007 for determining school/district AYP is the target for 2006, or 80.00.

NCLB growth in the graduation rate means:

- (a) a graduation rate that is equal to or greater than the corresponding annual goal or,
- (b) a graduation rate that exceeds that of the prior year.

The State goal is 98% graduation rate by 2014.

Since graduation rate is lagged one year, the goal for 2007 for determining school/district AYP is the target for 2006, or 80.00.

**Graduation Rate Targets
Each Year From 2004 - 2014**

| Year | Graduation Rate Goal |
|------|----------------------|
| 2004 | 75.50 |
| 2005 | 77.75 |
| 2006 | 80.00 |
| 2007 | 82.25 |
| 2008 | 84.50 |
| 2009 | 86.75 |

| | |
|------|-------|
| 2010 | 89.00 |
| 2011 | 91.25 |
| 2012 | 93.50 |
| 2013 | 95.75 |
| 2014 | 98.00 |

(3) Testing of at Least 95% of Enrolled Students & Subpopulations of Sufficient Size

To meet AYP, the school/district as a whole and each subpopulation of sufficient size must have at least a 95% participation rate.

To meet AYP, the school/district as a whole and each subpopulation of sufficient size must have at least a 95% participation rate.

Components (1) and (3) apply to every school; while (2), the “other academic indicator” applies differently to elementary and middle schools (CATS biennial or mid-point classification) vs. high schools (graduation rate). Accountability decisions for P-8, P-12 and 7-12 schools use a combination. See the table below for NCLB accountability components by school configuration.

| NCLB Accountability Components by School Configuration | | | | | |
|--|-------------|----------|--------------------|--------------------------|-----------------|
| AMO Targets | | | 95% Testing | Other Academic Indicator | |
| School Configuration | Reading AMO | Math AMO | Participation Rate | CATS Classification | Graduation Rate |
| Elementary | ♦ | ♦ | ♦ | ♦ | |
| Middle | ♦ | ♦ | ♦ | ♦ | |
| High | ♦ | ♦ | ♦ | | ♦ |
| P- 8 | ♦ | ♦ | ♦ | ♦ | |
| P- 12 | ♦ | ♦ | ♦ | ♦ | ♦ |
| 7- 12 | ♦ | ♦ | ♦ | ♦ | ♦ |

Starting Points and Annual Measurable Objectives (AMOs)

NCLB accountability requires that all schools evaluate progress (AYP) against the same starting-point, percentage Proficient or above.

To compute AMOs in compliance with NCLB, Kentucky must apply to all schools a uniform percentage-Proficient-or-above baseline. This baseline must correspond to the 20th percentile of the distribution of all Kentucky schools. The 20th percentile starting points in reading and mathematics were calculated separately at the elementary, middle and high school levels. The reading and mathematics starting points for each school level are used for determining AMOs for each student subpopulation required by NCLB (i.e., students with disabilities, poverty, ethnicity, and limited English proficiency).

The chart displays the starting points from 2001-2002 and the AMOs from 2002-2014 for both reading and mathematics. School configurations are listed across the top of the chart.

AMOs in Reading and Mathematics
by School Year and School Configuration

School Configuration

| School Year | Elementary | | Middle | | High | | Primary – 08 | | Primary - 12 | | 07 –12 | |
|-------------|------------|-------|---------|-------|---------|-------|--------------|-------|--------------|-------|---------|-------|
| | Reading | Math | Reading | Math | Reading | Math | Reading | Math | Reading | Math | Reading | Math |
| 2001-02 | 47.27 | 22.45 | 45.60 | 16.49 | 19.26 | 19.76 | 46.44 | 19.47 | 37.38 | 19.57 | 32.43 | 18.13 |
| 2002-03 | 47.27 | 22.45 | 45.60 | 16.49 | 19.26 | 19.76 | 46.44 | 19.47 | 37.38 | 19.57 | 32.43 | 18.13 |
| 2003-04 | 47.27 | 22.45 | 45.60 | 16.49 | 19.26 | 19.76 | 46.44 | 19.47 | 37.38 | 19.57 | 32.43 | 18.13 |
| 2004-05 | 53.86 | 32.14 | 52.40 | 26.93 | 29.35 | 29.79 | 53.14 | 29.54 | 45.21 | 29.62 | 40.88 | 28.36 |
| 2005-06 | 53.86 | 32.14 | 52.40 | 26.93 | 29.35 | 29.79 | 53.14 | 29.54 | 45.21 | 29.62 | 40.88 | 28.36 |
| 2006-07 | 53.86 | 32.14 | 52.40 | 26.93 | 29.35 | 29.79 | 53.14 | 29.54 | 45.21 | 29.62 | 40.88 | 28.36 |
| 2007-08 | 60.45 | 41.84 | 59.20 | 37.37 | 39.45 | 39.82 | 59.83 | 39.60 | 53.04 | 39.68 | 49.32 | 38.60 |
| 2008-09 | 67.04 | 51.53 | 66.00 | 47.81 | 49.54 | 49.85 | 66.53 | 49.67 | 60.86 | 49.73 | 57.77 | 48.83 |
| 2009-10 | 73.64 | 61.23 | 72.80 | 58.25 | 59.63 | 59.88 | 73.22 | 59.74 | 68.69 | 59.79 | 66.22 | 59.07 |
| 2010-11 | 80.23 | 70.92 | 79.60 | 68.68 | 69.72 | 69.91 | 79.92 | 69.80 | 76.52 | 69.84 | 74.66 | 69.30 |
| 2011-12 | 86.82 | 80.61 | 86.40 | 79.12 | 79.82 | 79.94 | 86.61 | 79.87 | 84.35 | 79.89 | 83.11 | 79.53 |
| 2012-13 | 93.41 | 90.31 | 93.20 | 89.56 | 89.91 | 89.97 | 93.31 | 89.93 | 92.17 | 89.95 | 91.55 | 89.77 |
| 2013-14 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

NCLB uses the term
“starting points.”

CATS uses the term
“baselines.”

NCLB requires that AMOs increase at least every three years. The KBE adopted the approach of establishing two, three-year plateaus of performance toward the goal of 100% proficiency. Kentucky has established separate reading and mathematics AMO targets for elementary, middle, and high school grades.

The term “starting points” is used when referring to NCLB beginning values. This term distinguishes the NCLB beginning values from Kentucky “baselines,” the beginning values used in CATS Accountability Index comparisons. Starting points and targets are expressed as the percent of students at Proficient or above. The starting points and targets are the same for all students and all subpopulations of sufficient size in all schools/districts per grade level configuration.

NCLB allows the flexibility of one starting point for reading and one for mathematics for all grade levels combined or one in each content area for each grade level. Kentucky chose to use separate starting points and goals per grade level. This decision recognizes the difference in each grade level and does not force a one-size-fits-all approach.

NCLB specifies how the starting points must be set. The process for each school level (elementary, middle, and high) was the same for reading and mathematics. The following steps were used to produce starting points for elementary reading:

- 1) The percentage of students scoring Proficient and above was calculated for each school.

For establishment of starting points, the “at or above” Proficient percentage is the number of students scoring Proficient (P) & Distinguished (D) divided by the total number of students tested.

$$(P + D) \div (\# \text{ of students tested})$$

- 2) The “at or above” Proficient percentages for all elementary schools were then ranked in descending order from the highest percentage to the lowest percentage. The total number of students tested at each school was also listed with this ranking.
- 3) Next, starting at the bottom of the list, with the lowest “at or above” Proficient percentage value, the number of students tested at each school was added incrementally until the cumulative number of students reached 20 percent of the total number of students in the state.
- 4) The percent “at or above” Proficient corresponding to the 20th-percentile school, i.e., the school at or below which 20 percent of the students in the state fell, became the starting point for reading at the elementary level in 2001-2002.

Once the above values were determined for reading and mathematics for elementary, middle and high school, the starting points for P-8, P-12 and 7-12 schools were then calculated. *The calculation for school districts was the same as for a P-12 school.* For reading, the following steps were used to set starting points:

- 1) For P-8 schools, the starting point for elementary school was first added to the starting point for middle school (i.e., $47.27 + 45.60 = 92.87$); this value was then divided by two to get the starting point (i.e., $92.87 / 2 = 46.44$).
- 2) For P-12 schools/districts, the starting points for elementary, middle and high school were first added (i.e., $47.27 + 45.60 + 19.26 = 112.13$); this value was then divided by three to get the starting point (i.e., $112.13 / 3 = 37.38$).
- 3) For 7-12 schools, the starting points for middle and high school were first added (i.e., $45.60 + 19.26 = 64.86$); this value was then divided by two to get the starting point (i.e., $64.86 / 2 = 32.43$).

Note: A similar process was used for mathematics for the same grade configurations.

The federal goal for AMOs is for all students to reach Proficiency in reading and in mathematics by 2014. Once the starting points were established, yearly goals were set. The federal law requires that the AMO must be increased at least every three years. The Kentucky Board of Education (KBE) adopted the approach of establishing two, three-year plateaus of performance toward the goal of 100% proficiency. More specifically, Kentucky has established separate reading and mathematics intermediate goals or AMOs for elementary, middle, and high school grades that begin with two plateau-periods of

three years each, including the 2002 baseline year, where the AMO remains the same. The first increase in intermediate goals took place in the 2004-2005 school year, the second increase will take place in the 2007-2008 school year, and then the increases occur annually. This model allows schools time to understand and adjust to the new federal requirements.

The federal accountability NCLB report to be delivered to schools in September 2007 reflects these starting points and AMO targets. The report shows school performance measured against the AMO targets outlined on page 8. Intermediate goals for elementary, middle, and high school reading and mathematics will be applied to each school building, as well as to each subpopulation of sufficient size at the school-building level, to determine AYP status. When calculating the 2006-2007 results statewide for school districts, and for school buildings that span multiple grade levels, as well as for subpopulations within them, performance will be calculated as the *average* of the elementary, middle, and/or high school performance.

In the NCLB Reports described later, the observed percentage Proficient or above is represented by a diamond:



The diamond is positioned in the center of crossbar:



The length of the “I” from the diamond to the top or bottom crossbar represents the size of the confidence interval.

Percent Proficient or Above and Confidence Intervals

NCLB also requires states to establish a definition of Proficient performance for purposes of determining AYP in reading and mathematics. At its August 2003 Board meeting, the Kentucky Board of Education decided that Kentucky would comply with the NCLB requirement by using its current definition of Proficient to make AYP decisions. School and district percentages of student scoring Proficient and Distinguished are compared to AMOs in making AYP decisions. Recall that NCLB does not award additional credit for Distinguished.

Since NCLB requires a state’s evaluation of AYP to be statistically sound, the USDOE allows construction of a confidence interval (CI) or error band around percentages of students scoring Proficient or above. Confidence intervals for all students and subpopulations of *sufficient size* for reading and mathematics were constructed using a single sample *t*-test. The confidence interval or CI provides a test for whether or not the observed percent Proficient is statistically, significantly different from the AMO at the 99% confidence level.

Note: the *t*-test is a two-tailed *t*-test – alpha (error) level set at .01 – which creates a statistical test at the 99% confidence interval. *For NCLB, only the positive (upper) range of the confidence interval is used for AYP determination.* Technically, this application makes the statistical test a one-tailed *t*-test for a 99.5% confidence interval.

If a school’s observed percent Proficient falls **below** the AMO, but the upper boundary of the confidence interval is **above** the AMO, it is

concluded that the observed percentage is *not significantly different* from the AMO percentage. The school is considered to have made AYP. On the other hand, if the school's observed percent Proficient falls below the AMO and the upper boundary of the confidence interval is also below the AMO, then the school is considered to have failed to have made the AMO and thus AYP.

The formulas used for NCLB AYP calculations are:

$$SE_P = \frac{\sqrt{(P(1-P)N \div (N-1))}}{\sqrt{(N)}}$$

Where:

SE_P is the standard error of the proportion

N is the number or count of students.

$\sqrt{()}$ is the square root of the number within the parenthesis

The confidence interval (CI) used for NCLB is:

$$CI = P \pm (t\text{-critical})(SE_P)$$

*Note: the observed **P** in this case is a proportion. It is converted to a percentage for reporting.*

Where:

CI is the Confidence Interval

P is the proportion of students scoring Proficient or above

t-critical is the critical value for a two-tailed *t*-test at the .01 alpha level (99% CI) using degrees of freedom (*df*)

SE_P is the standard error of the proportion (as calculated above).

Note: the shape of the *t*-distribution directly depends, not on the sample size per se, but on the degrees of freedom (*df*), which is the number of scores in a distribution that are free to take on any value. The degrees of freedom for a particular statistical test will equal the sample size minus the number of parameters that have to be estimated from the sample, or N minus the number of restrictions on the data.

For the confidence interval used for NCLB, the number of restrictions is 1. So degrees of freedom for the confidence interval is N - 1. This is the number that is used when looking up the critical value for *t*.

Each side of the confidence interval (positive and negative) would be added to the percent scoring at or above Proficient to obtain the upper and lower boundaries of the confidence interval in reading or mathematics.

If the confidence interval overlaps the AMO, then the *t*-test shows that the difference between the AMO and the observed percent Proficient and above is *not* statistically significant and the school is

considered to have met the AMO. If the target value or AMO is *outside* the confidence interval range (and the confidence interval range is *below* the AMO), then the *t*-test shows a statistically significant difference between the AMO and the observed percent Proficient and above. The school, therefore, is considered *not* to have met the AMO.

It is important to remember that the application of the *t*-test for NCLB is through the confidence interval and this ensures that sampling error does not play a role in the evaluation of school results.

This chart allows you to visualize how the number of students and percent of students scoring “Proficient or Above” affect the confidence interval.

| Confidence Interval* by Number of Students and Size of Proportion | | | | | | | | | |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Percent of Students Proficient or Above | | | | | | | | | |
| Number of Students** | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% |
| 10 | ± 32.50 | ± 43.33 | ± 49.64 | ± 53.07 | ± 54.16 | ± 53.07 | ± 49.64 | ± 43.33 | ± 32.50 |
| 20 | ± 19.69 | ± 26.25 | ± 30.08 | ± 32.15 | ± 32.82 | ± 32.15 | ± 30.08 | ± 26.25 | ± 19.69 |
| 30 | ± 15.36 | ± 20.47 | ± 23.46 | ± 25.08 | ± 25.59 | ± 25.08 | ± 23.46 | ± 20.47 | ± 15.36 |
| 40 | ± 13.01 | ± 17.34 | ± 19.87 | ± 21.24 | ± 21.68 | ± 21.24 | ± 19.87 | ± 17.34 | ± 13.01 |
| 50 | ± 11.49 | ± 15.31 | ± 17.54 | ± 18.76 | ± 19.14 | ± 18.76 | ± 17.54 | ± 15.31 | ± 11.49 |
| 60 | ± 10.40 | ± 13.86 | ± 15.88 | ± 16.98 | ± 17.33 | ± 16.98 | ± 15.88 | ± 13.86 | ± 10.40 |
| 70 | ± 9.57 | ± 12.76 | ± 14.61 | ± 15.62 | ± 15.95 | ± 15.62 | ± 14.61 | ± 12.76 | ± 9.57 |
| 80 | ± 8.91 | ± 11.88 | ± 13.61 | ± 14.55 | ± 14.85 | ± 14.55 | ± 13.61 | ± 11.88 | ± 8.91 |
| 90 | ± 8.37 | ± 11.16 | ± 12.79 | ± 13.67 | ± 13.95 | ± 13.67 | ± 12.79 | ± 11.16 | ± 8.37 |
| 100 | ± 7.92 | ± 10.56 | ± 12.10 | ± 12.93 | ± 13.20 | ± 12.93 | ± 12.10 | ± 10.56 | ± 7.92 |
| 600 | ± 3.16 | ± 4.21 | ± 4.82 | ± 5.16 | ± 5.26 | ± 5.16 | ± 4.82 | ± 4.21 | ± 3.16 |
| 1,500 | ± 2.00 | ± 2.66 | ± 3.05 | ± 3.26 | ± 3.33 | ± 3.26 | ± 3.05 | ± 2.66 | ± 2.00 |
| 2,000 | ± 1.73 | ± 2.30 | ± 2.64 | ± 2.82 | ± 2.88 | ± 2.82 | ± 2.64 | ± 2.30 | ± 1.73 |
| *CIs in the table are percentages. See description above for details about how CIs are calculated. | | | | | | | | | |
| **Number of students (N) is used to compute degrees of freedom: $df = N - 1$. | | | | | | | | | |

NCLB Consequences

CONSEQUENCES ONLY APPLY TO TITLE I SCHOOLS AND DISTRICTS.

When a Title I school fails to make AYP in the *same content area* for *two consecutive years*, a series of consequences are outlined in NCLB and are applied according to specific timelines.

The AMO must be missed in the same content area (for whatever reason) for two consecutive years for consequences to apply. NCLB consequences do *not* apply when a school misses its AMO in reading and reaches its AMO in mathematics in one year and in the next year, misses its AMO in mathematics and makes its AMO in reading.

It is important to note that if a school or district does not meet the requirement of the Other Academic Indicator, or does not test at least 95% of all enrolled students and each subpopulation of sufficient size, the school is considered to have missed its AYP in both reading and mathematics. If such a school misses its AMO in reading or mathematics the following year, the school will be considered as missing its AMO in the same content area for two consecutive years.

PARENT NOTIFICATION (Notification to parents in school identified for NCLB improvement)

- What NCLB Improvement School identification means
- Reasons for identification
- What the school is doing to improve
- How parents can become involved
- What district and KDE are doing

SCHOOL CHOICE (Parents' option to transfer student)

- All students in school identified as a NCLB Improvement School may transfer
- Can transfer to another public school in district not identified as a NCLB Improvement School
- Priority given to lowest-achieving children from low-income families
- District pays for transportation

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN to include:

- Scientifically-researched instructional strategies
- Practices to improve core academic subjects
- Specifics for 10% of school's Title I allocation for professional development
- Strategies to promote effective parent involvement
- Extended school activities
- Teacher-mentoring program

SUPPLEMENTAL EDUCATIONAL SERVICES offered include:

- Low-income students attending school identified as a NCLB Improvement School
- Tutoring and academic intervention outside of the regular school day
- Provider must be approved by state
- District may become provider

CORRECTIVE ACTION (District must do one of following)

- Replace school staff relevant to improvement
- Institute and implement new curriculum
- Decrease management authority
- Appoint an outside adviser
- Extend school day or year
- Restructure internal organization

For 2007 NCLB reporting, consequences are capped at Tier 5 for schools and Tier 3 for districts. On the NCLB reports in the Tier of Consequences column, the second year in Tier 5 for schools is denoted as 5-2 and the second year in Tier 3 for districts is denoted as 3-2.

RESTRUCTURING (District must prepare alternative governance arrangements by planning to implement one of the following)

- Replace all or most of staff relevant to failure
- Turn operation over to the state
- Determine any other major restructuring that makes fundamental reforms possible
- Implement if school continues not making AYP

The following provides information about the timing of consequences:

Tier 1 of Consequences (2 years not making AYP)

- Implement School Choice
- Write or revise School Plan

Tier 2 of Consequences (3 years not making AYP)

- Continue School Choice
- Revise School Plan
- Offer Supplemental Services

Tier 3 of Consequences (4 years not making AYP)

- Continue School Choice
- Revise School Plan
- Continue Supplemental Services
- Institute Corrective Action

Tier 4 of Consequences (5 years not making AYP)

- Continue School Choice
- Revise School Plan
- Continue Supplemental Services
- Continue Corrective Action
- Write a Plan for Alternative Governance

Tier 5 of Consequences (6 years not making AYP)

- Continue School Choice
- Revise School Plan Continue Supplemental Services
- Continue Corrective Action
- Implement Alternative Governance

- NCLB requires school transfer within the district. KDE encourages districts to work with neighboring districts for transfer arrangements, if another school of the same level does not exist in the district. If a child moves, the original district must provide transportation to the new school as long as the original school remains an NCLB Improvement School. If the

original school's status changes, the child may continue to attend the new school but parents may be asked to assume transportation responsibility.

- The replacement of staff would require due process and would have to be done within the constraints of the appropriate Kentucky Revised Statutes.
- A Highly Skilled Educator (HSE) could be an outside adviser.
- Restructuring has two components: developing the restructuring plan and implementing the plan the next year, if the school fails to make AYP again.

NCLB District Accountability Reports

NCLB requires district-level accountability to be based on an aggregate of students' scores from all schools in the district. District accountability for subpopulations, based upon aggregated scores, is also required. Current statute authorizes the Kentucky Board of Education to establish district accountability by regulation, and the Board has promulgated a regulation to implement this federal requirement (703 KAR 5:130).

Sample NCLB Report with Explanations

The sample NCLB Report is for a P-12 school configuration. If a Title I school/district does not meet its AMO *in the same content area* two years in a row, NCLB consequences will apply the following school year. *If a school or district does not meet the criteria for the other academic indicator, or the participation rate was determined to be less than 95%, the school or district is considered to have missed AYP in both Reading and Mathematics and "No" would appear in both the Reading and Mathematics cells.* This is indicated on page two of the report, but *not* on page one under the heading Met Annual Measurable Objectives. If such a school misses its AMO in reading or mathematics the following year (for whatever reason), the school will be considered as missing AYP in the same content area for two consecutive years.



NO CHILD LEFT BEHIND ADEQUATE YEARLY PROGRESS REPORT - 2007

September 11, 2007

Any School
Any DISTNAME

Grades: PRIMARY-05

Code: 999888

Number of targets met
with percentage

School and district name,
school level, and school
code

NCLB Bottom Line
– Made Overall
AYP?
Yes or No

Met 13 out of 13 target goals (100.0 percent)

Title I: Yes

Made Overall AYP: Yes

Title I status for 2007-2008
school year

Under the federal No Child Left Behind Act a school/district must make 100 percent of its target goals in order
as having made Adequate Yearly Progress (AYP).

Participation
Rate Status: **Yes**
or **No**.

AYP Summary
Table

| Student Group* | Met Annual Measurable Objective | | Met Participation Rate | Other Academic Indicator** |
|-----------------------------|------------------------------------|-------------|---------------------------|-------------------------------|
| | Reading | Mathematics | | |
| All Students | Yes | Yes | Yes | Yes |
| White (Non-Hispanic) | Yes | Yes | Yes | |
| African-American | Yes | Yes | Yes | |
| Hispanic | n/a | n/a | n/a | |
| Asian | n/a | n/a | n/a | |
| Limited English Proficiency | n/a | n/a | n/a | |
| Free/Reduced Lunch | Yes | Yes | Yes | |
| With Disability | n/a | n/a | n/a | |

AMO status in
Reading and
Math for All
Students and
each
subpopulation

“n/a” indicates an
insufficient
population for
reporting

For other measures of school progress see Commonwealth Accountability Testing System (CATS) results at: <http://www.education.ky.gov/>

* If a student group is listed as n/a in the chart, it means there were not enough students in that group at this school to get a valid score for AYP purposes.
Each student is included in the “All Students” group.

**For elementary and middle schools, the “Other Academic Indicator” is the overall CATS 2006 Accountability Classification, which covers the other content areas as well as reading and mathematics. For high schools the Other Academic Indicator is the Graduation Rate. The Other Academic Indicator for schools with middle and high school grades is both the CATS 2006 Accountability Classification and the Graduation Rate.



AMO targets in reading and mathematics by testing year.

Federal Accountability No Child Left Behind (NCLB) Adequate Yearly Progress Report Based on CATS Results

NCLB consequences
by school year
"Tier Status"

School: Any School
District: Any DISTNAME
Code: 999888
Title I: Yes

School and district
name, code, and
Title I status.

| Testing Year | Annual Measurable Objective (AMO) | | Adequate Yearly Progress (AYP) Summary | | | Consequences | |
|--------------|-----------------------------------|-------------|--|-------------|-------------|--------------|-------------|
| | Reading | Mathematics | Reading | Mathematics | Overall AYP | NCLB Tier | School Year |
| 2001-02 | 47.27 | 22.45 | N/A | N/A | N/A | | 2002-03 |
| 2002-03 | 47.27 | 22.45 | Yes | Yes | Yes | | 2003-04 |
| 2003-04 | 47.27 | 22.45 | Yes | No | No | | 2004-05 |
| 2004-05 | 53.86 | 32.14 | No | No | No | 1 | 2005-06 |
| 2005-06 | 53.86 | 32.14 | No | No | No | 2 | 2006-07 |
| 2006-07 | 53.86 | 32.14 | Yes | Yes | Yes | 2 | 2007-08 |
| 2007-08 | 60.45 | 41.84 | | | | | 2008-09 |
| 2008-09 | 67.04 | 51.53 | | | | | 2009-10 |
| 2009-10 | 73.64 | 61.23 | | | | | 2010-11 |
| 2010-11 | 80.23 | 70.92 | | | | | 2011-12 |
| 2011-12 | 86.82 | 80.61 | | | | | 2012-13 |
| 2012-13 | 93.41 | 90.31 | | | | | 2013-14 |
| 2013-14 | 100.00 | 100.00 | | | | | 2014-15 |

The above table displays a summary of AYP decisions for reading, mathematics, and overall; and information about consequences.

Adequate Yearly Progress (AYP)

AYP is the term used in the federal No Child Left Behind (NCLB) Act to categorize whether a school or school district has met federal accountability requirements. Three components combine to determine whether a school or school district achieves AYP:

1. Annual Measurable Objectives (AMO) in reading and mathematics,
2. Participation Rate, and
3. Other Academic Indicator.

The other academic indicator differs depending on the grade level of the school. The other academic indicator for elementary and middle schools is the CATS 2006 Accountability Classification and for high schools it is the graduation rate.

To make AYP in **reading**, a school/district and each subpopulation of sufficient size must: 1) meet the AMO for reading, 2) have at least a 95% Participation Rate, AND 3) the school/district as a whole must meet the requirement of the Other Academic Indicator.

To make AYP in **mathematics**, a school/district and each subpopulation of sufficient size must: 1) meet the AMO for mathematics, 2) have at least a 95% Participation Rate, AND 3) the school/district as a whole must meet the requirement of the Other Academic Indicator.

For schools or districts that contain elementary, middle, and high school levels both the CATS 2006 Accountability Classification and Graduation Rate are used for the Other Academic Indicator. The school or district receives a yes or no in the overall AYP category based on whether a school/district has made AYP in reading and in mathematics.

It is important to note that if a school or district does not meet the requirement of the Accountability Index at the elementary and middle school levels and/or graduation rate at the high school level, or did not test at least 95% of all enrolled students and each subpopulation of sufficient size, the school is considered to have missed its AYP in both reading and mathematics.

No Child Left Behind Improvement School or District

A school or district that does not make AYP for two consecutive years in the same content area, reading or mathematics, is considered a No Child Left Behind Improvement School or District. A series of consequences (called "Tiers") is required of NCLB Improvement Schools for each subsequent year the school or district does not make overall AYP. Tier 1 of consequences begins after 2 consecutive years of not making AYP in the same content area.

NCLB Consequences

Tier 1 of Consequences (2 years not making AYP): School choice school plan.

Tier 2 of Consequences (3 years not making AYP): Continue school choice, revise school plan, and offer supplemental services.

Tier 3 of Consequences (4 years not making AYP): Continue school choice, revise school plan, continue supplemental services and implement corrective action.

Tier 4 of Consequences (5 years not making AYP): Continue school choice, revise school plan, continue supplemental services, continue corrective action, and write a plan for Alternative Governance.

Tier 5 of Consequences (6 years not making AYP): Continue school choice, revise school plan, continue supplemental services, continue corrective action, and implement Alternative Governance.

Explanation of
NCLB consequences

Other Academic Indicator

For elementary and middle schools, meeting the requirement for the Other Academic Indicator is defined as a:

- school classification of any category of Progressing or Meets Goal in the CATS 2006 Accountability Classification, OR
- school in the Assistance category which demonstrates growth in the accountability index at or above the state average for the specific grade-level configuration.

NCLB improvement on Graduation Rate means a Graduation Rate that:

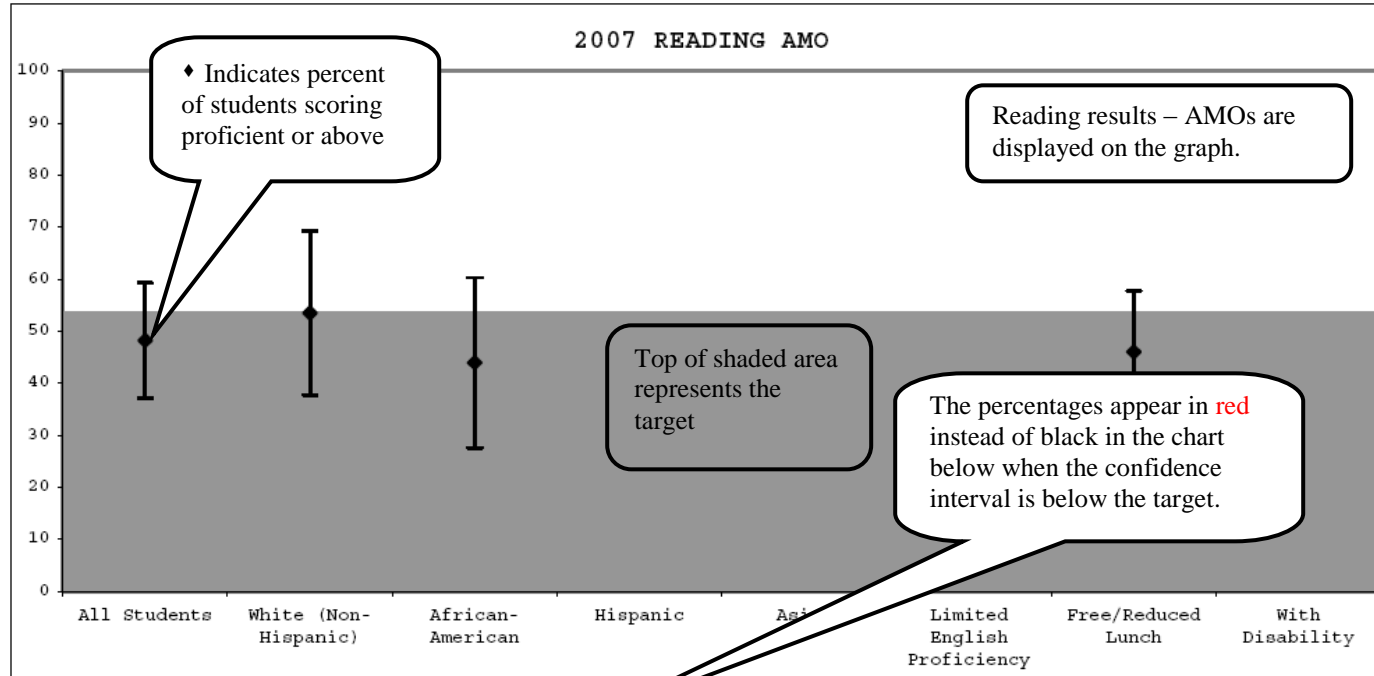
- is equal to or greater than the corresponding annual goal, OR
- exceeds that of the prior year.

The application of the CATS 2006 Accountability Classification and the Graduation Rate as the NCLB "Other Academic Indicator" is lagged one year.



Federal Accountability No Child Left Behind (NCLB) Adequate Yearly Progress Report - 2007 Based on CATS Results

School: Any School
District: Any DISTNAME



| | 2007 | | Participation Rate | | Other Academic Indicator(s) | | |
|-----------------------------|--------------------------|--|--------------------|------------|-----------------------------|-----------------|------|
| | 2007 | | 2007 | | Above Assistance | Graduation Rate | |
| | % Proficient (Low, High) | | No. Students | Percentage | 2006 (sch, state) | 2005 | 2006 |
| All Students | 48.23 (37.14, 59.32) | | 140 | 98 | Yes (11.4, 3.2) | N/A | N/A |
| White (Non-Hispanic) | 53.52 (37.74, 69.30) | | 71 | 99 | | | |
| African-American | 43.94 (27.60, 60.28) | | 65 | 97 | | | |
| Hispanic | | | 1 | | | | |
| Asian | | | | | | | |
| Limited English Proficiency | | | | | | | |
| Free/Reduced Lunch | 46.03 (34.32, 57.74) | | 123 | 98 | | | |
| With Disability | | | 33 | | | | |

Denote: x - Below AYP Target
* - 15% of Population
c - Combined LEP
i - Improving

| AMO Counts | | 2007 |
|----------------------|-------|------|
| All Students | 3rd | 45 |
| | 4th | 54 |
| | 5th | 42 |
| | 6th | |
| | 7th | |
| | 8th | |
| | 10th | |
| | 11th | |
| | Total | 141 |
| White (Non-Hispanic) | 3rd | 20 |
| | 4th | 30 |
| | 5th | 21 |
| | 6th | |
| | 7th | |
| | 8th | |
| | 10th | |
| | 11th | |
| | Total | 71 |
| African-American | 3rd | 23 |
| | 4th | 23 |
| | 5th | 20 |
| | 6th | |
| | 7th | |
| | 8th | |
| | 10th | |
| | 11th | |
| | Total | 66 |
| Hispanic | 3rd | 0 |
| | 4th | 0 |
| | 5th | 1 |
| | 6th | |
| | 7th | |
| | 8th | |
| | 10th | |
| | 11th | |
| | Total | 1 |
| Asian | 3rd | 0 |
| | 4th | 0 |
| | 5th | 0 |
| | 6th | |
| | 7th | |
| | 8th | |
| | 10th | |
| | 11th | |
| | Total | 0 |

Key for this page of the report

“Combined LEP” includes LEP students who have exited an LEP program within the last two years and are included in subpopulation for AMO calculations.

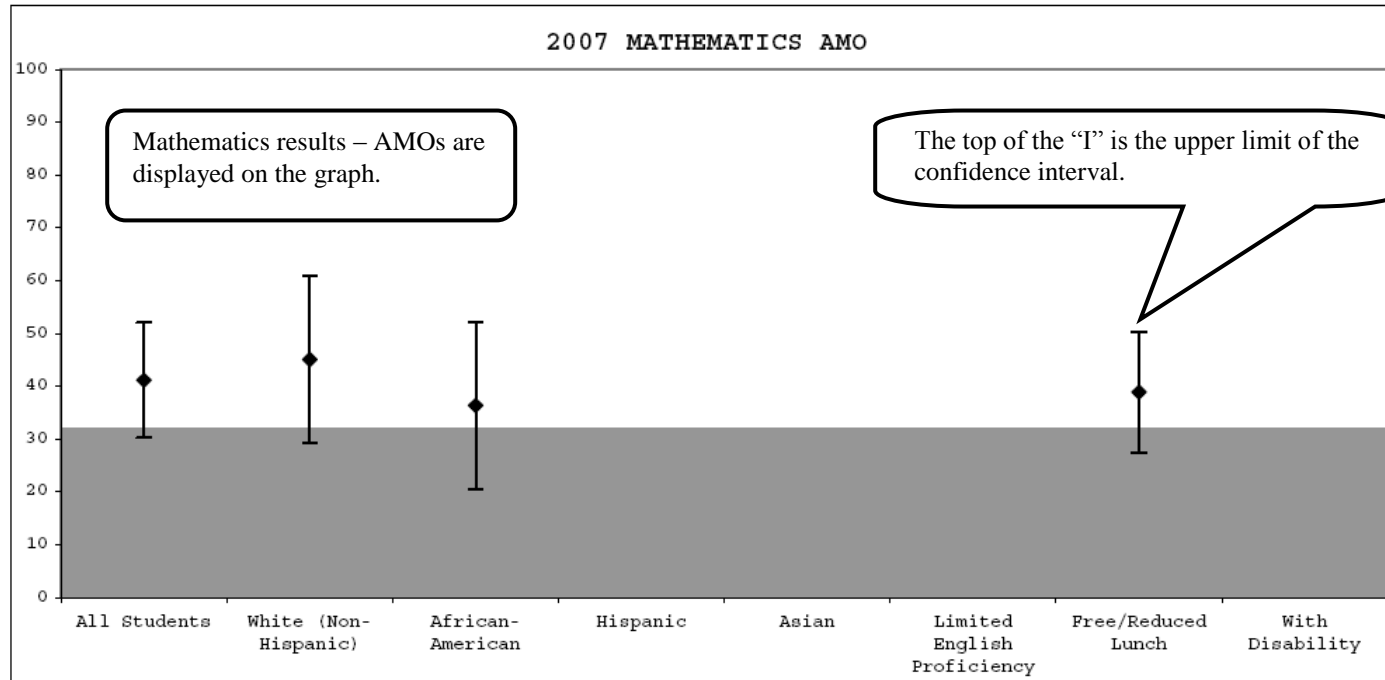
- The graph above presents the 2007 percentage of students at or above proficiency with a 99% confidence interval.
- The top of the shaded area of the graph indicates the 2007 Annual Measurable Objective (AMO) target for reading.
- The 2006 and 2007 percent proficient or above are presented in the table along with the low and high points of the confidence interval around the 2007 percentage.
- The areas highlighted in red indicate where Adequate Yearly Progress (AYP) was not made.
- Sufficient size for AMOs is: a) at least 10 students in the subpopulation in each grade where NCLB assessments are administered, AND b) at least 60 students in the subpopulation in these combined grades OR the number of students in the subpopulation is at least 15% of all students in these combined grades. (Accountable Students)
- Sufficient size for Participation is: a) at least 10 students in the subpopulation in each grade where NCLB assessments are administered, AND b) at least 60 students in the subpopulation in these combined grades. (Tested Students)

| | | |
|-----------------------------|-------|-----|
| Limited English Proficiency | 11th | |
| | Total | 0 |
| | 3rd | 0 |
| | 4th | 0 |
| | 5th | 0 |
| With Disability | 6th | |
| | 7th | |
| | 8th | |
| | 10th | |
| | 11th | |
| | Total | 126 |
| With Disability | 3rd | 9 |
| | 4th | 14 |
| | 5th | 13 |
| | 6th | |
| | 7th | |
| | 8th | |
| | 10th | |
| | 11th | |
| | Total | 36 |



Federal Accountability
No Child Left Behind (NCLB)
Adequate Yearly Progress Report - 2007
Based on CATS Results

School: Any School
 District: Any DISTNAME



| | 2007 | | Participation Rate | | Other Academic Indicator(s) | | |
|-----------------------------|--------------------------|--|--------------------|------------|--|-----------------|------|
| | 2007 | | 2007 | | Above Assistance | Graduation Rate | |
| | % Proficient (Low, High) | | No. Students | Percentage | 2006 (sch, state) | 2005 | 2006 |
| All Students | 41.13 (30.21, 52.05) | | 140 | 98 | Yes (11.4, 3.2) | N/A | N/A |
| White (Non-Hispanic) | 45.07 (29.32, 60.82) | | 71 | 99 | Denote: x - Below AYP Target * - 15% of Population c - Combined LEP i - Improving | | |
| African-American | 36.36 (20.53, 52.19) | | 65 | 97 | | | |
| Hispanic | | | 1 | | | | |
| Asian | | | | | | | |
| Limited English Proficiency | | | | | | | |
| Free/Reduced Lunch | 38.89 (27.44, 50.34) | | 123 | 98 | | | |
| With Disability | | | 33 | | | | |

- The graph above presents the 2007 percentage of students at or above proficiency with a 99% confidence interval.
- The top of the shaded area of the graph indicates the 2007 Annual Measurable Objective (AMO) target for mathematics.
- The 2006 and 2007 percent proficient or above are presented in the table along with the low and high points of the confidence interval around the 2007 percentage.
- The areas highlighted in red indicate where Adequate Yearly Progress (AYP) was not made.
- Sufficient size for AMOs is: a) at least 10 students in the subpopulation in each grade where NCLB assessments are administered, AND b) at least 60 students in the subpopulation in these combined grades OR the number of students in the subpopulation is at least 15% of all students in these combined grades. (Accountable Students)
- Sufficient size for Participation is: a) at least 10 students in the subpopulation in each grade where NCLB assessments are administered, AND b) at least 60 students in the subpopulation in these combined grades. (Tested Students)

| AMO Counts | | 2007 | |
|-----------------------------|-------|------|-----|
| All Students | 3rd | | 45 |
| | 4th | | 54 |
| | 5th | | 42 |
| | 6th | | |
| | 7th | | |
| | 8th | | |
| | 10th | | |
| | 11th | | |
| | Total | | 141 |
| White (Non-Hispanic) | 3rd | | 20 |
| | 4th | | 30 |
| | 5th | | 21 |
| | 6th | | |
| | 7th | | |
| | 8th | | |
| | 10th | | |
| | 11th | | |
| | Total | | 71 |
| African-American | 3rd | | 23 |
| | 4th | | 23 |
| | 5th | | 20 |
| | 6th | | |
| | 7th | | |
| | 8th | | |
| | 10th | | |
| | 11th | | |
| | Total | | 66 |
| Hispanic | 3rd | | 0 |
| | 4th | | 0 |
| | 5th | | 1 |
| | 6th | | |
| | Total | | 1 |
| Asian | 3rd | | 0 |
| | 4th | | 0 |
| | 5th | | 0 |
| | 6th | | |
| | Total | | 0 |
| Limited English Proficiency | 3rd | | 0 |
| | 4th | | 0 |
| | 5th | | 0 |
| | 6th | | |
| | Total | | 0 |
| Free / Reduced Lunch | 3rd | | 41 |
| | 4th | | 48 |
| | 5th | | 37 |
| | 6th | | |
| | 7th | | |
| | 8th | | |
| | 10th | | |
| | 11th | | |
| | Total | | 126 |
| With Disability | 3rd | | 9 |
| | 4th | | 14 |
| | 5th | | 13 |
| | 6th | | |
| | 7th | | |
| | 8th | | |
| | 10th | | |
| | 11th | | |
| | Total | | 36 |

APPENDIX A
Definitions for Implementation of NCLB
for Districts and Schools, 2006 - 2007

| Definitions for Implementation of NCLB for Districts and Schools, 2006 - 2007 | | |
|--|--|--|
| Issue | 2006- 2007 | Comments |
| Full Academic Year 703 KAR 5:001 Sec. 1 (21), (22) | One hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school, from the first day of school to the first day of testing window. | No change since 2003-2004 |
| Sufficient Size for Participation Rate 703 KAR 5:001 Sec. 1 (35), (36), (52) | Computed only when the school or district has 10 subpopulation students per accountability grade tested per year and 60 subpopulation students overall at the school in the accountability grades tested. | Note: additional grades included this year. (See below.) |
| Sufficient Size for Annual Measurable Objective (AMO) 703 KAR 5:001 Sec. 1 (52) | Both (1) and (2) below are required. Note that (2) may be accomplished in two ways: (1) 10 subpopulation students tested per grade per year; <u>and</u> (2) (a) 60 subpopulation students school-wide in the KCCT grades; <u>or</u> (b) Subpopulation count comprises 15% of all accountable students in the KCCT grades. | Size based on current year data only. Tests used for 2007 NCLB reporting are: KCCT Reading grades 3-8 & 10 KCCT Mathematics grades 3-8 & 11 |
| Calculation of Annual Measurable Objective (AMO) 703 KAR 5:020 Sec. 10 (3), (9b) 703 KAR 5:130 Sec. 8 (3), (7b) | Calculations for 2007 Reporting are based on current year data only. | |
| Other Academic Indicator 703 KAR 5:001 | Use of CATS biennial or mid-point classification for elementary and middle schools from the prior year. This indicator will be considered to be met if a school is classified as progressing (any category), meets goal, or if | No change since 2004-2005. |

| Definitions for Implementation of NCLB for Districts and Schools, 2006 - 2007 | | |
|---|---|----------------------------|
| Issue | 2006- 2007 | Comments |
| Sec. 1, (11b), (12b), (13b) 703 KAR 5:020 Sec. 10, (2b), (5b) 703 KAR 5:130 Sec. 8, (2b), (5b) | <p>in assistance has demonstrated growth in the accountability index at or above the state average for the specific grade-level configuration.</p> <p>Use of graduation rate from the prior year for high schools.</p> | |
| Graduation Rate 703 KAR 5:001 | <p>In addition to students who receive four-year diplomas, the following students qualify as graduates:</p> <ul style="list-style-type: none"> Students, who do not graduate in four years, but have an Individual Education Plan (IEP) documenting their need for more than four years of secondary school education to complete their program. | No change since 2003-2004. |
| Drop-Out Count | <p>Students in the school drop-out count include:</p> <ul style="list-style-type: none"> Students who withdraw from a Kentucky school <i>and</i> do not enroll in another school or district or district-contracted General Educational Diploma (GED) program, or Students who enroll in a GED program, but do not earn their GED by October of the following year. | No change since 2004-2005. |
| Reporting Timeframe | Final reports in September 2007 reflect both multiple choice and open response results for KCCT reading and mathematics for students given in Spring 2007. | . |

| Definitions for Implementation of NCLB for Districts and Schools, 2006 - 2007 | | |
|--|---|----------------------------|
| Issue | 2006- 2007 | Comments |
| Limited English Proficient (LEP) Students 703 KAR 5:070 <i>Inclusion of Special Populations in the State-Required Assessment & Accountability Program</i> | <p><u>First Year:</u> New LEP students are counted in participation rate, but need not be included in AYP or CATS accountability. New LEP students ...</p> <ul style="list-style-type: none"> • Must be tested using a state-approved English language proficiency assessment. • Must be tested in mathematics (grades 5, 8, 11). • May be tested in reading (grades 4, 7, 10). • The English language proficiency test will be used for determining Participation Rate instead of reading. <p><u>Second and Subsequent Years:</u></p> <ul style="list-style-type: none"> • Must participate in all state-required assessments (except the Writing Portfolio which is not required in the second year). • The test scores of LEP students are included in AYP and the Commonwealth Accountability Testing System (CATS). <p><u>LEP Subpopulation Membership:</u></p> <ul style="list-style-type: none"> • Students must be retained in the LEP accountability subpopulation for up to 2 years following attainment of English proficiency as reflected on results of the state-approved English language proficiency test. • However, in connection with reporting subpopulation results, LEP students who have attained English proficiency may be excluded from <i>subpopulation size</i> computation. | No change since 2003-2004. |